



Comprehensive Guide to the Annual Performance Report for Educator Preparation Programs



2019 Version



The Missouri Standards for the Preparation of Educators (MoSPE) outlines the expectations for programs that are preparing educators for certification in Missouri. In order to ensure that programs are meeting these expectations, the Department of Elementary and Secondary Education (DESE) established an Annual Performance Report for Educator Preparation Programs (APR-EPP) to measure the performance of educator preparation programs (EPPs) in valid, accurate and meaningful ways. The APR-EPP is based on the Missouri standards and provides a mechanism by which to review and approve EPPs at the certification area level. Information provided through these reports will assist in recognizing high-performing programs as models of excellence based on a set of standards and indicators. Likewise, the reports will facilitate identification of programs in need of improvement so they can receive appropriate support. These standards will guide Missouri's continuous improvement efforts as we work together to reach our goal of preparing, developing and supporting effective educators. DESE expresses its appreciation to all who continue to contribute to the process.

Teacher APR Information

OVERVIEW OF TEACHER EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL

The State Board of Education (Board) is charged with the approval of Educator Preparation Programs (EPPs) and their individual certification areas. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE), which were approved by the Board in November 2012. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence indicating MoSPE requirements have been met. Once such evidence has been provided, the proposed EPP and certification area(s) will receive initial approval from the Board.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A list of the certification areas in need of approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification areas approved by DESE earn continuing accreditation on an annual basis. The APR-EPP will be used to generate data for this purpose. The APR-EPP will be compiled by DESE each year and will consist of performance data measured to determine whether or not an individual certification area continues to meet state standards. The reports will be based on the following performance standard:

- Teacher Preparation Programs will be measured on all nine Missouri Teacher Standards

The following categories will be used to accredit certification areas:

1. Accredited: Certification areas that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.

2. Provisionally Accredited: Certification areas will be issued a status of Provisional Accreditation based on points earned on at least two of the qualifying standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.

3. Unaccredited: DESE makes recommendations to the Board for specific actions. A provisionally accredited certification area that earns fewer than 70 percent of the points possible in two consecutive years will be reviewed by the Board. If the Board finds that the certification area is making sufficient progress, it may designate the certification area as Provisionally Accredited for a one-year period. If the Board determines that the certification area is not making sufficient progress toward achieving full accredited status, it may declare the certification area Unaccredited. An unaccredited certification area may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The overall goal of MoSPE is to ensure that all EPPs will produce effective educators. To measure how well certification areas are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification area. In order to retain accreditation, certification areas must meet designated benchmarks for each applicable performance standard.

Methodology

Each performance standard included in the APR-EPP is built from data collected on completers during the 2018-19 academic year. Certification Candidates are identified based on the data submitted by EPPs. The academic year is standardized across programs and begins with the fall semester. Thus, each academic year includes the fall, winter/spring and summer semesters, consecutively. Therefore, data for the 2019 APR-EPP is collected from September 1, 2018 through August 31, 2019.

Data is provided at the individual certification area level. The list of certification areas is included in appendix A. Reports will be generated by certification area for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification area must have at least 10 certification candidates, cumulative, over the past five years in order to generate an APR for public reporting. This method results in pooled averages for each standard. “Pooling” means that all the data collected over the five-year period will be accumulated, and a single aggregate will be computed from those data. In 2019, the APR is based on two years of data.

Individual certification area reports will be released securely to EPPs for planning purposes, regardless of cell size. The report will be provided for the purposes of continuous improvement and will be used as a basis for making accountability decisions even if the number of certification candidates is fewer than 10. However, an accreditation designation will not be made until five years of data has been collected regardless of cell size.

The following list identifies data collected for the standards in making these determinations:

- **Program Completer** refers to a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal)
- **Certification Candidate** refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the Missouri Content Assessment (MoCA), GPA, and the performance assessment. The certification candidate must be eligible to be recommended by the educator preparation program for certification
- **Reported GPA** includes GPA data collected on program completers that met the GPA requirements for degree completion. Content programs (e.g., Mathematics 9-12 or Chemistry 9-12) and professional programs have a GPA reporting requirement. The 2019 APR-EPP will use the cumulative grade point average for Early Childhood Education B-3, Elementary Education 1-6, Mild/Moderate Cross-Categorical Education K-12, Early Childhood Special Education B-3, and for all Alternative Certification areas. A full list of certification areas with GPA reporting requirements is included in appendix C
- **Cooperating Teacher (CT)** Missouri Educator Evaluation System (MEES) Rating
- **University Supervisor (US)** Missouri Educator Evaluation System (MEES) Rating
- **First-Year Teachers’ Self-Reported Overall Preparation** includes the number of survey respondents of certificated individuals recorded either during the year of completion or subsequent to the year of completion
- **Principals’ and/or Supervisors’ Perceptions of First-Year Teachers’ Overall Preparation** includes the number of questionnaires submitted by principals and/or supervisors of first-year teachers, tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion

Missouri Educator Evaluation System (MEES)

Education Preparation Programs (EPPs) must report a summative score per MEES standard based on the following conditions:

- Traditional (TD)
 - Cooperative Teacher (CT)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score range between 0 – 4 (#. #)
 - University Supervisor (US)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score range between 0 – 4 (#. #)

- Non-Traditional (NT)
 - Cooperative Teacher (CT)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score range between 0 – 4 (#. #)
 - University Supervisor (US)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score range between 0 – 4 (#. #)
- Associate of Arts in Teaching (AT)
 - Cooperative Teacher (CT)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score is NA
 - University Supervisor (US)
 - Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9
 - Score is NA

Survey Participation Rate

Participation rates are calculated for standards derived from first-year teacher survey data. In order for a certification area within an EPP to be held accountable for these standards, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Teachers' Overall Preparation standard is calculated as x/y , where
 x = number of certificated candidates that received and completed the survey; and
 y = number of certificated candidates that received a survey.

Similarly, the participation rate for the Principals' and/or Supervisors' perceptions of First-Year Teachers' Overall Preparation standard is calculated as x/y , where
 x = number of principals or supervisors that received and completed the survey in a Missouri public school; and
 y = number of principals and/or supervisors of certificated candidates that received a survey.

Accreditation Designations

Accreditation Designation	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	≤ 59.99%

Accreditation Designation for individual certification areas is determined by points assigned to each of the nine Missouri Teaching Standards in the 2019 APR-EPP:

- Teacher Standard 1: Content Knowledge (90 points possible)
- Teacher Standard 2: Student Learning and Development (20 points possible)
- Teacher Standard 3: Curriculum Implementation (20 points possible)
- Teacher Standard 4: Critical Thinking (20 points possible)
- Teacher Standard 5: Classroom Environment (20 points possible)
- Teacher Standard 6: Effective Communication (20 points possible)
- Teacher Standard 7: Assessment and Data Analysis (20 points possible)
- Teacher Standard 8: Professionalism (20 points possible)
- Teacher Standard 9: Professional Collaboration (20 points possible)

Total Number of Points Possible = 250

A certification area must have sufficient data for analysis to earn an Accreditation Designation. The points earned are divided by the points possible for each standard to determine a percentage of points earned. Then the percentage of points earned is multiplied by a weighted percent to obtain a weighted score. The weighted percentage scores are totaled and will be assigned an Accreditation Designation based on the Accreditation Designation table.

Weighted Percentage

Standards	MoCA	GPA	MEES	Surveys		Total Points Earned	% of Whole
1. Content Knowledge	50	20	10	5	5	90	22
2. Student Learning & Development			10	5	5	20	17
3. Curriculum Implementation			10	5	5	20	15
4. Critical Thinking			10	5	5	20	5
5. Positive Classroom Environment			10	5	5	20	15
6. Effective Communication			10	5	5	20	3
7. Student Assessment & Data Analysis			10	5	5	20	17
8. Professionalism			10	5	5	20	3
9. Professional Collaboration			10	5	5	20	3
Total Points	50	20	90	45	45	250	100%

CALCULATING THE EDUCATOR PREPARATION PROGRAMS FOR ANNUAL PERFORMANCE REPORT (APR-EPP)

The following pages explain how each of the standards will be calculated. DESE works with a contracted vendor to collect data for the content assessments and surveys.

Overview of Calculations

The APR-EPP 2019 will be based on **Certification Candidates**. A Certification Candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content assessment, GPA, and the performance assessment. The certification candidate must be eligible to be recommended by the educator preparation program for certification.

Teacher Program Standard 1: Content Knowledge

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), GPA, Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiplied by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																		
Data Point	<p>Missouri Content Assessment (MoCA)</p> <ul style="list-style-type: none"> Score will be assigned based upon the average of the best score earned by each certification candidate regardless of when the score was earned <ul style="list-style-type: none"> The “N” size is based on 10 or more Certification Candidates Based on average of best attempt(s) per SSN per certification area EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years starting with 2018 Scoring Guide will be based on all years in the APR-EPP starting with 2018 																		
Definition	The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students																		
Special Notes	<p>**Special Note – Students in Elementary Education 1 – 6 must pass all four sections of the MoCA**</p> <ul style="list-style-type: none"> Elementary: Language Arts (Test Code 007), Mathematics (Test Code 008), Science (Test Code 009), & Social Studies (Test Code 010) <p>**Special Note – Students in Social Science 9 – 12 must pass all six sections of the MoCA**</p> <ul style="list-style-type: none"> Social Science: US History (Test Code 25), World History (Test Code 26), Economics (Test Code 27), Geography (Test Code 28), Political Science (Test Code 29), & Behavioral Science (Test Code 30) <p>**Special Note – MoCA scoring guide is not below 220.0 due to the requirements for a Certification Candidate**</p>																		
Scoring Guide	<table border="1"> <thead> <tr> <th colspan="2">MoCA</th></tr> <tr> <th>Average Range</th><th>Points</th></tr> </thead> <tbody> <tr> <td>250.0 +</td><td>50.0</td></tr> <tr> <td>245.0 – 249.9</td><td>47.5</td></tr> <tr> <td>240.0 – 244.9</td><td>45.0</td></tr> <tr> <td>235.0 – 239.9</td><td>42.5</td></tr> <tr> <td>230.0 – 234.9</td><td>40.0</td></tr> <tr> <td>225.0 – 229.9</td><td>37.5</td></tr> <tr> <td>220.0 – 224.9</td><td>35.0</td></tr> </tbody> </table>	MoCA		Average Range	Points	250.0 +	50.0	245.0 – 249.9	47.5	240.0 – 244.9	45.0	235.0 – 239.9	42.5	230.0 – 234.9	40.0	225.0 – 229.9	37.5	220.0 – 224.9	35.0
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Teacher Program Standard 1: Content Knowledge

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), GPA, Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiplied by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.														
Data Point	<p>Grade Point Average (GPA)</p> <ul style="list-style-type: none"> The reported GPA of certification candidates will be used. The GPA being reported for the 2019 APR-EPP includes cumulative average GPA for Early Childhood Education, Elementary Education, Early Childhood Special Education, Mild/Moderate Cross-Categorical and all Alternative Certification Areas <ul style="list-style-type: none"> The “N” size is based on 10 or more Certification Candidates EPP certification areas will receive points as noted below, based on the average GPA from the Certification Candidates for over five years Scoring Guide will be based on all years in the APR-EPP starting with 2018 														
Definition	The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students														
Special Notes	**Special Note – GPA scoring guide is not below 2.75 due to the requirements for a Certification Candidate														
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Teacher Program Standard 1: Content Knowledge

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Data Point	<p>Missouri Educator Evaluation System (MEES)</p> <ul style="list-style-type: none"> Cooperating Teachers and University Supervisors will submit data for the required nine standards The “N” size is based on 10 or more Certification Candidates MEES Standard 1 from the data submission will be used in the calculation <ul style="list-style-type: none"> For each certification candidate, the Cooperating Teacher (CT) and the University Supervisor (US) summative scores will be added together and divided by two The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide Scoring Guide will be based on all years in the APR-EPP starting with 2018 																				
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Data Point	<p>Surveys</p> <ul style="list-style-type: none"> • First-Year Surveys (Only Teacher Surveys will be included in this calculation) <ul style="list-style-type: none"> ○ DESE contracts with the Office of Social and Economic Data Analysis (OSEDA) to gather the First-Year Teacher Survey responses ○ Survey responses are assigned a score and averaged by each standard, with the first-year educator and the first-year educators' supervisor surveys. Survey items will be used to generate points associated with the standard <ul style="list-style-type: none"> ▪ In order to be reported <ul style="list-style-type: none"> • a minimum of 10 surveys must be returned, AND • the participation rate must be at least 40 percent ▪ Indicator #1 is the First-Year Educator Responses <ul style="list-style-type: none"> • It is the average of all the scores related to Standard 1 ▪ Indicator #2 is the First-Year Educators' Supervisor Responses <ul style="list-style-type: none"> • It is the average of all the scores related to Standard 1 ▪ All responses related to Standard 1 on the surveys will be totaled and divided by the number of responses received for each EPP certification area <ul style="list-style-type: none"> • On the supporting data pages there will be a column for first-year educator responses and one for first-year educators' supervisor responses <ul style="list-style-type: none"> ▪ Add the scores for the First-Year Educator responses and divide by the number of surveys completed. The average score will determine points received ▪ Add the scores for the First-Year Educator Supervisor's responses and divide by the number of surveys completed. The average score will determine points received • Add the points received from First-Year Educator responses and First-Year Educator Supervisor's responses and place the total points on the summary page ○ Scoring Guide will be based on all years in the EPP-APR starting with 2018 												
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Teacher Program Standard 2: Student Learning and Development

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																				
Data Point	<p>Missouri Educator Evaluation System (MEES)</p> <ul style="list-style-type: none"> Cooperating Teachers and Program Supervisors will submit data for the required nine standards The “N” size is based on 10 or more Certification Candidates MEES Standard 2 from the data submission will be used in the calculation <ul style="list-style-type: none"> For each certification candidate, the Cooperating Teacher (CT) and the University Supervisor (US) summative scores will be added together and divided by two The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide Scoring Guide will be based on all years in the EPP-APR starting with 2018 																				
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Teacher Program Standard 3: Curriculum Implementation

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																				
Data Point	<p>Missouri Educator Evaluation System (MEES)</p> <ul style="list-style-type: none"> Cooperating Teachers and University Supervisors will submit data for the required nine standards The “N” size is based on 10 or more Certification Candidates MEES Standard 3 from the data submission will be used in the calculation <ul style="list-style-type: none"> For each certification candidate, the Cooperating Teacher (CT) and the University Supervisor (US) summative scores will be added together and divided by two The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide Scoring Guide will be based on all years in the EPP-APR starting with 2018 																				
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Teacher Program Standard 3: Curriculum Implementation

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Data Point	<p>Surveys</p> <ul style="list-style-type: none"> • First-Year Surveys (Only Teacher Surveys will be included in this calculation) <ul style="list-style-type: none"> ○ DESE contracts with the Office of Social and Economic Data Analysis (OSEDA) to gather the First-Year Teacher Survey responses ○ Survey responses are assigned a score and averaged by each standard, with the first-year educator and the first-year educators' supervisor surveys. Survey items will be used to generate points associated with the standard <ul style="list-style-type: none"> ▪ In order to be reported <ul style="list-style-type: none"> • a minimum of 10 surveys must be returned, AND • the participation rate must be at least 40 percent ▪ Indicator #1 is the First-Year Educator Responses <ul style="list-style-type: none"> • It is the average of all the scores related to Standard 3 ▪ Indicator #2 is the First-Year Educators' Supervisor Responses <ul style="list-style-type: none"> • It is the average of all the scores related to Standard 3 ▪ All responses related to Standard 3 on the surveys will be totaled and divided by the number of responses received for each EPP certification area <ul style="list-style-type: none"> • On the supporting data pages, there will be a column for first-year educator responses and one for first-year educators' supervisor responses <ul style="list-style-type: none"> ▪ Add the scores for the First-Year Educator responses and divide by the number of surveys completed. The average score will determine points received ▪ Add the scores for the First-Year Educator Supervisor's responses and divide by the number of surveys completed. The average score will determine points received • Add the points received from First-Year Educator responses and First-Year Educator Supervisor's responses and place the total points on the summary page ○ Scoring Guide will be based on all years in the EPP-APR starting with 2018 												
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Teacher Program Standard 4: Critical Thinking

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																				
Data Point	<p>Missouri Educator Evaluation System (MEES)</p> <ul style="list-style-type: none"> Cooperating Teachers and Program Supervisors will submit data for the required nine standards The “N” size is based on 10 or more Certification Candidates MEES Standard 4 from the data submission will be used in the calculation <ul style="list-style-type: none"> For each certification candidate, the Cooperating Teacher (CT) and the University Supervisor (US) summative scores will be added together and divided by two The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide Scoring Guide will be based on all years in the EPP-APR starting with 2018 																				
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Teacher Program Standard 5: Classroom Environment

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																				
Data Point	<p>Missouri Educator Evaluation System (MEES)</p> <ul style="list-style-type: none"> Cooperating Teachers and University Supervisors will submit data for the required nine standards The “N” size is based on 10 or more Certification Candidates MEES Standard 5 from the data submission will be used in the calculation <ul style="list-style-type: none"> For each certification candidate, the Cooperating Teacher (CT) and the University Supervisor (US) summative scores will be added together and divided by two The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide Scoring Guide will be based on all years in the EPP-APR starting with 2018 																				
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Teacher Program Standard 6: Effective Communication

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																				
Data Point	<p>Missouri Educator Evaluation System (MEES)</p> <ul style="list-style-type: none"> Cooperating Teachers and University Supervisors will submit data for the required nine standards The “N” size is based on 10 or more Certification Candidates MEES Standard 6 from the data submission will be used in the calculation <ul style="list-style-type: none"> For each certification candidate, the Cooperating Teacher (CT) and the University Supervisor (US) summative scores will be added together and divided by two The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide Scoring Guide will be based on all years in the EPP-APR starting with 2018 																				
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Teacher Program Standard 7: Assessment and Data Analysis

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																				
Data Point	<p>Missouri Educator Evaluation System (MEES)</p> <ul style="list-style-type: none"> Cooperating Teachers and University Supervisors will submit data for all 16 indicators The “N” size is based on 10 or more Certification Candidates MEES Standard 7 from the data submission will be used in the calculation <ul style="list-style-type: none"> For each certification candidate, the Cooperating Teacher (CT) and the University Supervisor (US) summative scores will be added together and divided by two The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide Scoring Guide will be based on all years in the EPP-APR starting with 2018 																				
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Teacher Program Standard 8: Professionalism

Business Logic	Calculations will include information from the Missouri Educator Evaluation System (MEES) and surveys. Points from each standard will be totaled and divided by the total points possible and multiple by 100 to get the Percent Earned of Total. The total will be multiplied by the weighted percentage to obtain the weighted score.																				
Data Point	<p>Missouri Educator Evaluation System (MEES)</p> <ul style="list-style-type: none"> Cooperating Teachers and University Supervisors will submit data for the required nine standards The “N” size is based on 10 or more Certification Candidates MEES Standard 8 from the data submission will be used in the calculation <ul style="list-style-type: none"> For each certification candidate, the Cooperating Teacher (CT) and the University Supervisor (US) summative scores will be added together and divided by two The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide Scoring Guide will be based on all years in the EPP-APR starting with 2018 																				
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Teacher Program Standard 9: Professional Collaboration

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School Counselor APR Information

OVERVIEW OF SCHOOL COUNSELOR EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL

The State Board of Education (Board) is charged with the approval of Educator Preparation Programs (EPPs) and their individual certification areas. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE) which was approved by the Board in November 2012. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence indicating MoSPE requirements have been met. Once such evidence has been provided, the proposed EPP and certification area(s) will receive initial approval from the Board.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A listing of the certification areas seeking approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification areas approved by DESE earn continuing accreditation on an annual basis. The APR-EPP will be used to generate data for this purpose. The APR-EPP will be compiled by DESE each year and will consist of performance data measured to determine whether or not an individual certification area continues to meet state standards. The reports will be based on the following performance standards:

- School Counselor Preparation Programs will be measured on all five Missouri School Counselor Standards.

The following categories will be used to accredit certification areas:

1. Accredited: Certification areas that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.

2. Provisionally Accredited: Certification areas will be issued a status of Provisional Accreditation based on points earned on at least two of the qualifying Standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.

3. Unaccredited: DESE makes recommendations to the Board for specific actions. A provisionally accredited certification area that earns fewer than 70 percent of the points possible in two consecutive years will be reviewed by the Board. If the Board finds that the certification area is making sufficient progress, it may designate the certification area as Provisionally Accredited for a one-year period. If the Board determines that the certification area is not making sufficient progress toward achieving full accredited status, it may declare the certification area Unaccredited. An unaccredited certification area may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The overall goal of MoSPE is to ensure that all EPPs will produce effective counselors. To measure how well certification areas are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification area. In order to retain accreditation, certification areas must meet designated benchmarks for each applicable indicator.

Methodology

Each performance standard included in the APR-EPP is built from data collected on completers during the 2018-19 academic year. Certification Candidates are identified based on the data submitted by EPPs. The academic year is standardized across certification areas and begins with the fall semester. Thus, each academic year includes the fall, winter/spring and summer semesters, consecutively. Therefore, data for 2019 APR-EPP is collected from September 1, 2018 through August 31, 2019.

Data is provided at the individual certification area level. The list of certification areas is included in the appendix A. Reports will be generated by certification area for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification area must have at least 10 certification candidates, cumulative, over the past five years in order to generate an APR for public reporting. This method results in pooled averages for each standard. “Pooling” means that all the data collected over the five-year period will be accumulated, and a single aggregate will be computed from those data. In 2019, the APR is based on one year of data.

Individual certification area reports will be released securely to EPPs for planning purposes, regardless of cell size. The report will be provided for the purposes of continuous improvement and will be used as a basis for making accountability decisions even if the number of certification candidates is fewer than 10.

The following list identifies data collected for the standards in making these determinations:

- **Program Completer** refers to a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal).
- **Certification Candidate** refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the Missouri Content Assessment (MoCA), GPA, and the performance assessment. The certification candidate must be eligible to be recommended by the educator preparation program for certification.
- **Certificated Candidate** refers to a certification candidate who has received Missouri certification.
- **Reported GPA** includes GPA data collected on program completers who met the GPA requirements for degree completion. The 2019 APR-EPP will use the cumulative grade point average for school counselor certification areas. A full list of certification areas with GPA reporting requirements is included in appendix C.
- **Site Supervisor (CT) uses the Missouri School Counselor Evaluation System (MEES) Rating.**
- **University Supervisor (US) uses the Missouri School Counselor Evaluation System (MEES) Rating.**
- **First-Year Counselors’ Self-Reported Overall Preparation** includes the number of survey respondents of certificated individuals recorded either during the year of completion or subsequent to the year of completion.
- **Principals’ and/or Supervisors’ Perceptions of First-Year Counselors’ Overall Preparation** includes the number of questionnaires submitted by principals and/or supervisors of first-year counselors, tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion.

Missouri School Counselor Evaluation System (MEES)

Education Preparation Programs (EPPs) must report a summative score per MEES standard based on the following conditions:

- Traditional (TD)
 - Site Supervisor (CT)
 - Standards 1, 2, 3, 4, & 5
 - Score range between 0 – 4 (#. #)
 - University Supervisor (US)
 - Standards 1, 2, 3, 4, & 5
 - Score range between 0 – 4 (#. #)

Survey Participation Rate

Participation rates are calculated for standards derived from first-year school counselor survey data. In order for a certification area within an EPP to be held accountable for these standards, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year School Counselors' Overall Preparation standard is calculated as x/y , where
 x = number of certificated candidates that received and completed the survey; and
 y = number of certificated candidates that received a survey.

Similarly, the participation rate for the Principals' and/or Supervisors' perceptions of First-Year Counselors' Overall Preparation standard is calculated as x/y , where
 x = number of principals or supervisors that received and completed the survey in a Missouri public school; and
 y = number of principals and/or supervisors of certificated candidates that received a survey.

Accreditation Designations

Accreditation Designation	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	≤ 59.99%

Accreditation Designation for individual certification areas are determined by points assigned to each of the five Missouri School Counselor Standards in the 2019 APR-EPP:

- School Counselor Standard 1: Student Development (40 points possible)
- School Counselor Standard 2: Program Implementation (40 points possible)
- School Counselor Standard 3: Professional Relationship (40 points possible)
- School Counselor Standard 4: Leadership and Advocacy (40 points possible)
- School Counselor Standard 5: Ethical and Professional Conduct (40 points possible)

Total Number of Points Possible = 200

A certification area must have sufficient data for analysis to earn an Accreditation Designation. The points earned are divided by the points possible for each standard to determine a percentage of points earned. The scores for each standard are totaled and will be assigned an Accreditation Designation based on the Accreditation Designation table.

Points for School Counselor APR

CALCULATING THE EDUCATOR PREPARATION PROGRAMS FOR ANNUAL PERFORMANCE REPORT (APR-EPP)

The following pages explain how each of the standards will be calculated. DESE works with a contracted vendor to collect data for the content assessments and surveys.

Standards	<u>MoCA</u> Content Assessment	GPA	<u>MEES</u> Performance Assessment	Surveys	Surveys	Total Points Earned
1: Student Development	10	10	10	5	5	40
2: Program Implementation	10	10	10	5	5	40
3: Professional Relationships	10	10	10	5	5	40
4: Leadership and Advocacy	10	10	10	5	5	40
5: Ethical and Professional Conduct	10	10	10	5	5	40
Total Points	50	50	50	25	25	200

Overview of Calculations

The APR-EPP 2019 will be based on **Certification Candidates**. A Certification Candidate refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content, GPA, and performance assessment. The certification candidate must be eligible to be recommended by the educator preparation program for certification.

School Counselor Program Standard 1: Student Development

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.																		
Data Point	<p>Missouri Content Assessment (MoCA)</p> <ul style="list-style-type: none"> The score will be assigned based upon the average of the best score earned by each certification candidate, regardless of when the score was earned. <ul style="list-style-type: none"> The “N” size is based on 10 or more Certification Candidates The score is based on the average of best attempt(s) per SSN per certification area EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years starting with 2019 The Scoring Guide will be based on all years in the APR-EPP starting with 2019 																		
Definition	The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social, and career development.																		
Special Notes	**Special Note – MoCA scoring guide is not below 220.0 due to the requirements for a Certification Candidate**																		
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School Counselor Program Standard 1: Student Development

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.												
Data Point	<p>Surveys</p> <ul style="list-style-type: none"> • First-Year Surveys (Only School Counselor Surveys will be included in this calculation.) <ul style="list-style-type: none"> ○ DESE contracts with the Office of Social and Economic Data Analysis (OSEDA) to gather the First-Year Counselor Survey responses. ○ Survey responses are assigned a score and averaged by each standard, with the first-year counselor and the first-year counselors' supervisor surveys. Survey items will be used to generate points associated with the standard. <ul style="list-style-type: none"> ▪ In order to be reported <ul style="list-style-type: none"> • a minimum of 10 surveys must be returned, AND • the participation rate must be at least 40 percent. ▪ Indicator #1 is the First-Year Counselor Responses. <ul style="list-style-type: none"> • It is the average of all the scores related to Standard 1. ▪ Indicator #2 is the First-Year Educators' Supervisor Responses. <ul style="list-style-type: none"> • It is the average of all the scores related to Standard 1. ▪ All responses related to Standard 1 on the surveys will be totaled and divided by the number of responses received for each EPP certification area. <ul style="list-style-type: none"> • On the supporting data pages, there will be a column for first-year educator responses and one for first-year educators' supervisor responses. <ul style="list-style-type: none"> ▪ Add the scores for the First-Year School Counselor responses and divide by the number of surveys completed. The average score will determine points received. ▪ Add the scores for the First-Year School Counselor Supervisor's responses and divide by the number of surveys completed. The average score will determine points received. • Add the points received from First-Year School Counselor responses and First-Year Counselor Supervisor's responses and place the total points on the summary page. ○ The Scoring Guide will be based on all years in the EPP-APR starting with 2019. 												
Definition	The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social, and career development.												
Special Notes	N/A												
Scoring Guide	<table border="1"> <thead> <tr> <th colspan="2">First-Year Survey</th></tr> <tr> <th>Average Range</th><th>Points</th></tr> </thead> <tbody> <tr> <td>4.0 – 5.0</td><td>5</td></tr> <tr> <td>3.0 – 3.9</td><td>4</td></tr> <tr> <td>2.0 – 2.9</td><td>3</td></tr> <tr> <td>0.0 – 1.9</td><td>0</td></tr> </tbody> </table>	First-Year Survey		Average Range	Points	4.0 – 5.0	5	3.0 – 3.9	4	2.0 – 2.9	3	0.0 – 1.9	0
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School Counselor Program Standard 2: Program Implementation

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.																		
Data Point	<p>Missouri Content Assessment (MoCA)</p> <ul style="list-style-type: none"> The score will be assigned based upon the average of the best score earned by each certification candidate, regardless of when the score was earned. <ul style="list-style-type: none"> The “N” size is based on 10 or more Certification Candidates. The score is based on the average of best attempt(s) per SSN per certification area. EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years starting with 2019. The Scoring Guide will be based on all years in the APR-EPP starting with 2019. 																		
Definition	The school counselor collaborates with school and community members to plan, design, implement, evaluate, and enhance the school and districtwide comprehensive school counseling program to advance the academic, personal/social, and career development of all students.																		
Special Notes	**Special Note – MoCA scoring guide is not below 220.0 due to the requirements for a Certification Candidate**																		
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School Counselor Program Standard 2: Program Implementation

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Data Point	<p>Grade Point Average (GPA)</p> <ul style="list-style-type: none"> • The reported GPA of certification candidates will be used. <ul style="list-style-type: none"> ○ The “N” size is based on 10 or more Certification Candidates. ○ EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years (starting with 2019). ○ The Scoring Guide will be based on all years in the APR-EPP starting with 2019. 														
Definition	The school counselor collaborates with school and community members to plan, design, implement, evaluate, and enhance the school and districtwide comprehensive school counseling program to advance the academic, personal/social, and career development of all students.														
Special Notes	**Special Note – GPA scoring guide is not below 2.75 due to the requirements for a Certification Candidate														
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Data Point	<p>Missouri School Counselor Evaluation System (MEES)</p> <ul style="list-style-type: none"> • Site Supervisors and University Supervisors will submit data for the required five standards. • The “N” size is based on 10 or more Certification Candidates. • MEES Standard 2 from the data submission will be used in the calculation. <ul style="list-style-type: none"> ○ For each certification candidate, the Site Supervisor (CT) and the University Supervisor (US) summative scores will be added together and divided by two. ○ The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide. ○ The Scoring Guide will be based on all years in the EPP-APR starting with 2019. 																				
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School Counselor Program Standard 3: Professional Relationships

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.																		
Data Point	<p>Missouri Content Assessment (MoCA)</p> <ul style="list-style-type: none"> The score will be assigned based upon the average of the best score earned by each certification candidate, regardless of when the score was earned. <ul style="list-style-type: none"> The “N” size is based on 10 or more Certification Candidates. The score is based on the average of best attempt(s) per SSN per certification area. EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years starting with 2019. The Scoring Guide will be based on all years in the APR-EPP starting with 2019. 																		
Definition	The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school district.																		
Special Notes	**Special Note – MoCA scoring guide is not below 220.0 due to the requirements for a Certification Candidate**																		
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Data Point	<p>Grade Point Average (GPA)</p> <ul style="list-style-type: none"> • The reported GPA of certification candidates will be used. <ul style="list-style-type: none"> ○ The “N” size is based on 10 or more Certification Candidates. ○ EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years (starting with 2019). ○ The Scoring Guide will be based on all years in the APR-EPP starting with 2019. 														
Definition	The school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive school counseling program as well as the overall mission and improvement plans of the school district.														
Special Notes	**Special Note – GPA scoring guide is not below 2.75 due to the requirements for a Certification Candidate														
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Data Point	<p>Missouri School Counselor Evaluation System (MEES)</p> <ul style="list-style-type: none"> • Site Supervisors and University Supervisors will submit data for the required five standards. • The “N” size is based on 10 or more Certification Candidates. • MEES Standard 3 from the data submission will be used in the calculation. <ul style="list-style-type: none"> ○ For each certification candidate, the Site Supervisor (CT) and the University Supervisor (US) summative scores will be added together and divided by two. ○ The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide. ○ The Scoring Guide will be based on all years in the EPP-APR starting with 2019. 																				
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School Counselor Program Standard 4: Leadership and Advocacy

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.																		
Data Point	<p>Missouri Content Assessment (MoCA)</p> <ul style="list-style-type: none"> • The score will be assigned based upon the average of the best score earned by each certification candidate, regardless of when the score was earned. <ul style="list-style-type: none"> ○ The “N” size is based on 10 or more Certification Candidates. ○ The score is based on the average of best attempt(s) per SSN per certification area. ○ EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years starting with 2019. ○ The Scoring Guide will be based on all years in the APR-EPP starting with 2019. 																		
Definition	The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.																		
Special Notes	**Special Note – MoCA scoring guide is not below 220.0 due to the requirements for a Certification Candidate**																		
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Data Point	<p>Grade Point Average (GPA)</p> <ul style="list-style-type: none"> • The reported GPA of certification candidates will be used. <ul style="list-style-type: none"> ○ The “N” size is based on 10 or more Certification Candidates. ○ EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years (starting with 2019). ○ The Scoring Guide will be based on all years in the APR-EPP starting with 2019. 														
Definition	The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and advocacy for the on-going development of self, students, the comprehensive school counseling program and the school.														
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School Counselor Program Standard 4: Leadership and Advocacy

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.																				
Data Point	<p>Missouri School Counselor Evaluation System (MEES)</p> <ul style="list-style-type: none"> • Site Supervisors and University Supervisors will submit data for the required five standards. • The “N” size is based on 10 or more Certification Candidates. • MEES Standard 4 from the data submission will be used in the calculation. <ul style="list-style-type: none"> ○ For each certification candidate, the Site Supervisor (CT) and the University Supervisor (US) summative scores will be added together and divided by two. ○ The average summative score for each certification candidate will be added and divided by the total number of certification candidates to obtain an average score for each EPP Certification Area. That average will determine points on the scoring guide. ○ The Scoring Guide will be based on all years in the EPP-APR starting with 2019. 																				
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Data Point	<p>Surveys</p> <ul style="list-style-type: none"> • First-Year Surveys (Only School Counselor Surveys will be included in this calculation.) <ul style="list-style-type: none"> ○ DESE contracts with the Office of Social and Economic Data Analysis (OSEDA) to gather the First-Year Counselor Survey responses. ○ Survey responses are assigned a score and averaged by each standard, with the first-year counselor and the first-year counselors' supervisor surveys. Survey items will be used to generate points associated with the standard. <ul style="list-style-type: none"> ▪ In order to be reported <ul style="list-style-type: none"> • a minimum of 10 surveys must be returned, AND • the participation rate must be at least 40 percent. ▪ Indicator #1 is the First-Year Counselor Responses. <ul style="list-style-type: none"> • It is the average of all the scores related to Standard 4. ▪ Indicator #2 is the First-Year Educators' Supervisor Responses. <ul style="list-style-type: none"> • It is the average of all the scores related to Standard 4. ▪ All responses related to Standard 1 on the surveys will be totaled and divided by the number of responses received for each EPP certification area. <ul style="list-style-type: none"> • On the supporting data pages, there will be a column for first-year educator responses and one for first-year educators' supervisor responses. <ul style="list-style-type: none"> ▪ Add the scores for the First-Year School Counselor responses and divide by the number of surveys completed. The average score will determine points received. ▪ Add the scores for the First-Year School Counselor Supervisor's responses and divide by the number of surveys completed. The average score will determine points received. • Add the points received from First-Year School Counselor responses and First-Year Counselor Supervisor's responses and place the total points on the summary page. ○ The Scoring Guide will be based on all years in the EPP-APR starting with 2019. 												
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School Counselor Program Standard 5: Ethical and Professional Conduct

Business Logic	Calculations will include information from the Missouri Content Assessment (MoCA), Grade Point Average (GPA), Missouri School Counselor Evaluation System (MEES), and Surveys. Points from each standard will be totaled and divided by the total points possible.																		
Data Point	<p>Missouri Content Assessment (MoCA)</p> <ul style="list-style-type: none"> The score will be assigned based upon the average of the best score earned by each certification candidate, regardless of when the score was earned, <ul style="list-style-type: none"> The “N” size is based on 10 or more Certification Candidates. The score is based on the average of best attempt(s) per SSN per certification area. EPP certification areas will receive points as noted below based on the average from the Certification Candidates for over five years starting with 2019. The Scoring Guide will be based on all years in the APR-EPP starting with 2019. 																		
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School Leader APR Information

OVERVIEW OF SCHOOL LEADER EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL

The State Board of Education (Board) is charged with the approval of Educator Preparation Programs (EPPs) and their individual certification areas. This approval is based on MoSPE, which was approved by the Board in November 2012. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not been approved by the Board must go through the initial approval process before they are able to recommend preparation program candidates for educator certification in Missouri.

EPPs must provide evidence that they will be able to meet the requirements established by MoSPE. Once such evidence has been provided, the proposed EPP and certification area(s) will receive initial approval from the Board.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Plans to meet or exceed all six MoSPE standards
- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A list of the certification areas in need of approval
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification areas approved by DESE earn continuing accreditation on an annual basis. The APR-EPP will be used to generate data for this purpose. The APR-EPP will be compiled by DESE each year and will consist of performance data measured to determine whether or not an individual certification area continues to meet state standards. The reports will be based on the following performance standards:

- MoSPE Standard 1 – Academics
- MoSPE Standard 3 – Field and Clinical Experiences
- MoSPE Standard 4 – Candidates

The following categories will be used to accredit certification areas:

1. Accredited: Certification areas that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.

2. Provisionally Accredited: Certification areas will be issued a status of Provisional Accreditation based on points earned on at least two of the qualifying Standards. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those certification areas.

3. Unaccredited: DESE makes recommendations to the Board for specific actions. A provisionally accredited certification area that earns fewer than 70 percent of the points possible in two consecutive years will be reviewed by the Board. If the Board finds that the certification area is making sufficient progress, it may designate the certification area as Provisionally Accredited for a one-year period. If the Board determines that the certification area is not making sufficient progress toward achieving full accredited status, it may declare the certification area Unaccredited. An unaccredited certification area may not recommend preparation program candidates for certification.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The overall goal of MoSPE is to ensure that all EPPs will produce effective educators. To measure how well certification areas are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification area. In order to retain accreditation, certification areas must meet designated benchmarks for each applicable indicator.

Methodology

Each performance indicator included in the APR-EPP is built from data collected on completers over five academic years. The academic year is standardized across certification areas and begins with the fall semester. Thus, each academic year includes the fall, winter/spring and summer semesters, consecutively. Therefore, data for 2019 APR-EPP is collected from September 1, 2018 through August 31, 2019.

Data is provided at the individual certification area level. The list of the certification areas is included in appendix A. Reports will be generated by certification area for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification area must have at least 10 program completers, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. “Pooling” means that all the data points collected over the five-year period will be accumulated, and a single aggregate will be computed from those data points.

Individual certification area reports will be released securely to EPPs for planning purposes, regardless of cell size. The report will be provided for the purposes of continuous improvement and will not be used as a basis for making accountability decisions if the number of program completers is fewer than 10.

Similar rules are also applied for each accountability indicator. Providers will be held responsible for those indicators meeting cell size requirements. The following list identifies data collected for the indicators in making these determinations:

- **Program Completer** refers to a person who has met all the requirements of a state-approved educator preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program’s requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who has completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal)
- **Certification Candidate** refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content and performance assessments. The certification candidate must be eligible to be recommended by the educator preparation program for certification
- **Licensure/Certification Assessment Pass Rate** includes those program completers who took one or more assessments required for certification in the program of study
- **Reported GPA** includes GPA data collected on program completers that met the GPA requirements for degree completion. The 2019 APR-EPP will use the cumulative grade point average for school leader certification areas. A full list of certification areas with GPA reporting requirements is included in appendix C
- **Missouri Performance Assessment for School Leaders**
- **First-Year Principals’ Self-Reported Overall Preparation** includes the number of survey respondents recorded either during the year of completion or subsequent to the year of completion
- **Supervisors’ perceptions of First-Year Principals’ Overall Preparation** includes the number of questionnaires submitted by principals and/or supervisors of and first-year principals tied to a certificated individual that were recorded either during the first year of completion or subsequent to the year of completion

Survey Participation Rate

Participation rates are calculated for indicators derived from first-year principal survey data. In order for a certification area within an EPP to be held accountable for these indicators, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Principals’ Self-Reported Overall Preparation indicator is calculated as xy , where

- x = number of certificated principals in survey sampling frame who respond to questionnaire, and
- y = number of certificated principals in survey sampling frame.

Similarly, the participation rate for the Supervisors' Perceptions of First-Year Principals' Overall Preparation indicator is calculated as $\frac{x}{y}$, where

- x = number of supervisor responses corresponding to individuals who are at the end of their first year leading in a Missouri public school and are in the survey sampling frame, and
- y = number of individuals in survey sampling frame.

The **sampling frame** is the group of first-year principals in Missouri public schools who were identified by DESE to be included in a particular administration of the *First-Year Survey*. For the purposes of the APR-EPP, the potential respondents from the 2014-15 through 2018-19 administrations of the survey are included in the sampling frame.

Accreditation Designations	
Accreditation Designations	Percentage of Points Earned
Accredited	70.00% to 100.00%
Provisionally Accredited	60.00% to 69.99%
Unaccredited	≤ 59.99%

Accreditation Designation for individual certification areas is determined by points assigned to each quality indicator included in the 2019 APR:

- 1.1 – Certification Assessment Pass Rate – 20 points
- 1.2 – Reported GPA – 20 points
- 3.2 – Missouri Performance Assessment Pass Rate – 20 points
- 4.1 – First-Year Survey – Evaluation of Program by First-Year Response – 10 points
- 4.2 – First-Year Survey – Evaluation of Program by Supervisor – 10 points
- 4.3 – First-Year Survey – Evaluation of First-Year Educator by Supervisor – 10 points

Total Number of Points Possible – 90

A certification area must have sufficient data for analysis of a minimum of two quality indicators to earn an Accreditation Designation. The points possible will be determined by the number of quality indicators. The points earned are divided by the points possible to determine a percentage of points possible. The table above identifies the percentage of points earned and the assigned Accreditation Designation.

CALCULATING THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The following pages explain how each of the indicators will be calculated. DESE works with a contracted vendor to collect data for the certification assessments and surveys. All performance data are reported to the nearest tenth.

Overview of Calculations

The APR-EPP includes supporting data for each indicator. The chart below defines the numerator and denominator referenced in this section of the reports. Note that this information is specific to the official iteration of the APR-EPP 2019.

Indicator	Calculation		Completer Cohorts Used
1.1 Certification Assessment Pass Rate	# program completers passing exit assessment in two attempts defines the numerator	# program completers taking the assessment(s) defines the denominator	2015, 2016, 2017, 2018, 2019
1.2 Reported GPA	Based on the unique Social Security Number (SSN) of 10 or more and the average GPA for each certification area and EPP calculated yearly and for the sum of five years		2015, 2016, 2017, 2018, 2019
3.2 Program Completers' performance on the Missouri Performance Assessments for School Leaders	# program completers who passed the Missouri Performance Assessment in the semester of the initial attempt defines the numerator	# program completers taking the Missouri Performance Assessments for School Leaders defines the denominator	School Leaders – 2016, 2017, 2018
4.1 First-Year Survey – Evaluation of Certification Area by First-Year Response	# certificated individuals who, at the end of their first year of leading in a Missouri public school, indicate “adequate” or better preparation defines the numerator	# certificated individuals in survey sampling frame who responded to questionnaire defines the denominator	Principals – 2015, 2016, 2017, 2018, 2019
4.2 First-Year Survey – Evaluation of Certification Area by Supervisor	# principal or supervisor responses corresponding to certificated individuals who are at the end of their first year of leading in a Missouri public school, indicating the principal has “adequate” or better preparation defines the numerator	# supervisor responses corresponding to certificated individuals who are at the end of their first year of leading in a Missouri public school and are in the survey sampling frame defines the denominator	Principals – 2015, 2016, 2017, 2018, 2019
4.3 First-Year Survey – Evaluation of First-Year Educator by Supervisor	# principal or supervisor responses corresponding to certificated individuals who are at the end of their first year of leading in a Missouri public school, indicating the leaders' effectiveness in comparison to their performance-based evaluation defines the numerator	# supervisor responses corresponding to certificated individuals who are at the end of their first year of leading in a Missouri public school and are in the survey sampling frame defines the denominator	Principals – 2016, 2017, 2018, 2019

Program Standard 1.1 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge and pedagogy																									
Indicator	Certification Assessment Pass Rate																								
Definition	The percentage of program completers who take and pass a PRAXIS II and/or Missouri Content Assessments (on or before the second attempt) that, at the time of testing, were among the assessments required for certification.																								
Business Logic	<p>Pass Rate: (per certification area)</p> <ol style="list-style-type: none"> The N size for the 2019 APR will be 10 or more Numerator consists of test takers who meet the following requirements for Pass Rate and will count as 1 for each individual: <ol style="list-style-type: none"> Test takers must pass within two attempts of taking the test, within two years from their completion date (submitted in MOSIS submission) from September 1 to the completion year The test must match the subject area grade level that was reported by EPPs in MOSIS submission. Denominator consists of test takers who meet the following requirements for Pass Rate and will count as 1 for each individual: <ol style="list-style-type: none"> This includes test takers who took the test within two years from their completion date (submitted in MOSIS submission) from September 1 to the completion year The test must match the subject area that was reported by the EPPs in MOSIS submission <ol style="list-style-type: none"> These tests are included in the calculations for 2015, 2016, 2017, 2018, and 2019 (only for School Leaders) APR Version 1.5 Certification areas will receive points based on the percentage – numerator divided by the denominator <table border="1" data-bbox="583 758 1245 1144"> <thead> <tr> <th>5 Year Average Status Percentage</th><th>Points Earned</th></tr> </thead> <tbody> <tr><td>95%-100%</td><td>20</td></tr> <tr><td>90%-94.9%</td><td>18</td></tr> <tr><td>85%-89.9%</td><td>16</td></tr> <tr><td>80%-84.9%</td><td>14</td></tr> <tr><td>75%-79.9%</td><td>12</td></tr> <tr><td>70%-74.9%</td><td>10</td></tr> <tr><td>65%-69.9%</td><td>8</td></tr> <tr><td>60%-64.9%</td><td>6</td></tr> <tr><td>55%-59.9%</td><td>4</td></tr> <tr><td>50%-54.9%</td><td>2</td></tr> <tr><td><50%</td><td>0</td></tr> </tbody> </table>	5 Year Average Status Percentage	Points Earned	95%-100%	20	90%-94.9%	18	85%-89.9%	16	80%-84.9%	14	75%-79.9%	12	70%-74.9%	10	65%-69.9%	8	60%-64.9%	6	55%-59.9%	4	50%-54.9%	2	<50%	0
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50%-54.9%	2																								
<50%	0																								
Sources of Data	MOSIS Educator Preparation program completer records PRAXIS II and/or Missouri Content Assessment records																								
Years of Data	Five years																								
Population(s)	All program completers who take a certification assessment in the area for which they were prepared, where certification requires such an assessment (listed below in Program Types).																								
Methodological Considerations	The Missouri Content Assessments began in fall 2014. Program completers must have passed the content assessment on or before the second attempt to be counted and determined to have passed or failed within the APR Reporting Year.																								
Program Types	School Leaders are included. (traditional)																								
Notes	The Praxis II transitioned to the Missouri Content Assessments series in September 2014.																								

Program Standard 1.2 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge and pedagogy

Indicator	Reported GPA																
Definition	The reported GPA of program completers for School Leaders is a Program GPA (Cumulative GPA)																
Business Logic	<p>Based on an N size of 10 or more. Certification areas will receive points as noted below based on the average GPA for the certification area for the sum of five years.</p> <table> <tr> <th>GPA 5 Year Average</th><th>Points Earned</th></tr> <tr> <td>3.60 +</td><td>20</td></tr> <tr> <td>3.40 – 3.59</td><td>18</td></tr> <tr> <td>3.20 – 3.39</td><td>16</td></tr> <tr> <td>3.00 – 3.19</td><td>14</td></tr> <tr> <td>2.80 – 2.99</td><td>12</td></tr> <tr> <td>2.60 – 2.79</td><td>10</td></tr> <tr> <td>≤2.60</td><td>0</td></tr> </table>	GPA 5 Year Average	Points Earned	3.60 +	20	3.40 – 3.59	18	3.20 – 3.39	16	3.00 – 3.19	14	2.80 – 2.99	12	2.60 – 2.79	10	≤2.60	0
GPA 5 Year Average	Points Earned																
3.60 +	20																
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3.20 – 3.39	16																
3.00 – 3.19	14																
2.80 – 2.99	12																
2.60 – 2.79	10																
≤2.60	0																
Sources of Data	MOSIS Educator Preparation Program completer records																
Years of Data	Five years																
Population(s)	School Leaders																
Methodological Considerations	This indicator uses GPA data provided in MOSIS Educator Preparation Program completer records for the most recent five academic years available to DESE.																
Program Types	School Leaders are included. (traditional) Information is included in appendix C																
Special Note	Status column will only be based on 2016, 2017, and 2018																

Program Standard 3.2 – Field & Clinical Experiences: Missouri Performance Assessments						
Indicator	Program Completer’s performance on the Missouri Performance Assessments					
Definition	The percentage of Program Completers passing each of the Missouri Performance Assessments					
Business Logic	Data Sets Used – This is a collection of performance assessments. These scores are reported to DESE by Educational Testing Service. The performance assessments are as follows:					
	Performance Assessments	Test Code	Passing Score	Applicable to		
				2016 APR	2017 APR	2018 APR
	Missouri School Leaders Performance Assessment (MoSLPA)	0252	41	Yes	Yes	Yes
	5 Yr Average Status Percentage		Points Earned			
	95% - 100%		20			
	90% - 94.9%		18			
	85% - 89.9%		16			
	80% - 84.0%		14			
	75% - 79.9%		12			
	70% - 74.9%		10			
	≤ 69.9%		0			
Sources of Data	MOSIS Educator Preparation Program completer records and results from the Missouri School Leader Performance Assessments (MoSLPA)					
Years of Data	MoSLPA 2016, 2017, and 2018					
Population(s)	Students working towards leading in Missouri Public Schools					
Methodological Considerations	The Missouri Performance Assessments began in the fall of 2014. For the 2016-2018 APR Version 1.5, the results of the Missouri School Leaders Performance Assessment (MoSLPA) were used. Program completers must have passed the MoSLPA on the first attempt (including resubmission) to be counted and must have passed or failed within the 2016 APR Reporting Year.					
Program Types	School Leaders are included. (traditional)					

Program Standard 4.1 – Candidates: A diverse pool of candidates who demonstrate potential for effectiveness as school leaders are recruited, admitted, developed and retained by educator preparation programs.																			
Indicator	First Year Survey – Evaluation of Program by First Year Response																		
Definition	The First-Year Principal Survey capture self-assessment of preparedness. This indicator focuses on the self-response of principals. Responses to this item are on a 5-point Likert scale (1=low, 5=high), where a 3 indicates “fair” preparation.																		
Business Logic	<p>DESE contracts with the Office of Social and Economic Data Analysis (OSEDA) to gather the First-Year Principal Survey responses. The numerator is based on the certificated individuals who receive a score of 2 or more. The denominator is based on all surveys received for each certification area. There is also a sampling frame from OSEDA which assists in providing the participation rate.</p> <table border="1"> <thead> <tr> <th>5 Year Average Percentage</th><th>Points Earned</th></tr> </thead> <tbody> <tr> <td>90% - 100%</td><td>10</td></tr> <tr> <td>85% - 89.9%</td><td>9</td></tr> <tr> <td>80% - 84.9%</td><td>8</td></tr> <tr> <td>75% - 79.9%</td><td>7</td></tr> <tr> <td>70% - 74.9%</td><td>6</td></tr> <tr> <td>65% - 69.9%</td><td>5</td></tr> <tr> <td>60% - 64.9%</td><td>4</td></tr> <tr> <td>≤ 59.9%</td><td>0</td></tr> </tbody> </table>	5 Year Average Percentage	Points Earned	90% - 100%	10	85% - 89.9%	9	80% - 84.9%	8	75% - 79.9%	7	70% - 74.9%	6	65% - 69.9%	5	60% - 64.9%	4	≤ 59.9%	0
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60% - 64.9%	4																		
≤ 59.9%	0																		
Sources of Data	MOSIS Educator Preparation program completer records Certificated Individuals First-Year Principal survey response from the First-Year Principal																		
Years of Data	Five years of First-Year Principals																		
Population(s)	First-Year Principals in Missouri Public Schools																		
Methodological Considerations	Programs will be held accountable for this indicator only if the survey participation rate is at least 40 percent, based on the number of certificated individuals employed as First-Year Principals since the date of completion. The APR will note the calculated participation rate. The intent of the question is used to evaluate the educator preparation program based on the overall rating of the certificated individual. The responses are (1) Very Poor, (2) Poor, (3) Fair, (4) Good, or (5) Very Good.																		
Program Types	Principals are included. (traditional)																		
Notes	First-Year Principals are identified using educator human resource records (MOSIS October Educator Core and MOSIS October Educator School), and DESE subsequently invites them to participate in the survey. Participation is voluntary and results are anonymous.																		

Program Standard 4.2 – Candidates: A diverse pool of candidates who demonstrate potential for effectiveness as school leaders are recruited, admitted, developed and retained by educator preparation programs.																			
Indicator	First Year Survey – Evaluation of Program by Supervisor																		
Definition	The First-Year Principal Survey capture supervisors’ assessment of their preparedness. This indicator focuses on the response of the supervisors of principals. Responses to this item are on a 5-point Likert scale (1=low, 5=high), where a 3 indicates “fair” preparation.																		
Business Logic	<p>DESE contracts with OSEDA to gather the First-Year Principal Survey responses. The numerator is based on the certificated individuals who receive a score of 2 or more. The denominator is based on all surveys received for each certification area. There is also a sampling frame from OSEDA which assists in providing the participation rate.</p> <table border="1"> <thead> <tr> <th>5 Year Average Percentage</th><th>Points Earned</th></tr> </thead> <tbody> <tr> <td>90% - 100%</td><td>10</td></tr> <tr> <td>85% - 89.9%</td><td>9</td></tr> <tr> <td>80% - 84.9%</td><td>8</td></tr> <tr> <td>75% - 79.9%</td><td>7</td></tr> <tr> <td>70% - 74.9%</td><td>6</td></tr> <tr> <td>65% - 69.9%</td><td>5</td></tr> <tr> <td>60% - 64.9%</td><td>4</td></tr> <tr> <td>≤ 59.9%</td><td>0</td></tr> </tbody> </table>	5 Year Average Percentage	Points Earned	90% - 100%	10	85% - 89.9%	9	80% - 84.9%	8	75% - 79.9%	7	70% - 74.9%	6	65% - 69.9%	5	60% - 64.9%	4	≤ 59.9%	0
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Sources of Data	MOSIS Educator Preparation program completer records Certificated Individuals First-Year Principal survey – response from the supervisor																		
Years of Data	Five years First-Year Principals																		
Population(s)	Supervisor responses of First-Year Principals in Missouri Public Schools																		
Methodological Considerations	Programs will be held accountable for this indicator only if the survey participation rate is at least 40 percent, based on the principal and/or supervisor responses of First-Year Principals. The APR will note the calculated participation rate. The intent of the question is used to evaluate the educator preparation program based on the overall rating of the evaluating supervisor. The responses are (1) Very Poor, (2) Poor, (3) Fair, (4) Good, or (5) Very Good.																		
Program Types	Principals are included. (traditional)																		
Notes	First-Year Principals are identified using educator human resource records (MOSIS October Educator Core and MOSIS October Educator School), and DESE subsequently invites them to participate in the survey. Participation is voluntary and results are anonymous.																		

Program Standard 4.3 – Candidates: A diverse pool of candidates who demonstrate potential for effectiveness as school leaders are recruited, admitted, developed and retained by educator preparation programs.																			
Possible Indicator	First Year Survey – Evaluation of First Year Principal by Supervisor																		
Definition	The First-Year Principal survey capture the supervisors’ assessment of the preparedness of First-Year Principals. This indicator focuses on the supervisors’ responses. Responses to this item are on a 4-point Likert scale (1=low, 4=high), where a 3 indicates “effective” preparation. Only survey respondents are included in the calculated percentage.																		
Business Logic	<p>DESE contracts with OSEDA to gather the supervisors’ assessment of the preparedness of First-Year Principals. The numerator is based on the certificated individuals who receive a score of 3 or more. The denominator is based on all surveys received for each certification area. There is also a sampling frame from OSEDA which assists in providing the participation rate. The responses are (1) Ineffective, (2) Minimally Effective, (3) Effective, or (4) Highly Effective.</p> <table border="1"> <thead> <tr> <th>5 Year Average Percentage</th><th>Points Earned</th></tr> </thead> <tbody> <tr> <td>90% - 100%</td><td>10</td></tr> <tr> <td>85% - 89.9%</td><td>9</td></tr> <tr> <td>80% - 84.9%</td><td>8</td></tr> <tr> <td>75% - 79.9%</td><td>7</td></tr> <tr> <td>70% - 74.9%</td><td>6</td></tr> <tr> <td>65% - 69.9%</td><td>5</td></tr> <tr> <td>60% - 64.9%</td><td>4</td></tr> <tr> <td>≤ 59.9%</td><td>0</td></tr> </tbody> </table>	5 Year Average Percentage	Points Earned	90% - 100%	10	85% - 89.9%	9	80% - 84.9%	8	75% - 79.9%	7	70% - 74.9%	6	65% - 69.9%	5	60% - 64.9%	4	≤ 59.9%	0
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≤ 59.9%	0																		
Sources of Data	MOSIS Educator Preparation program completer records Certificated Individuals First-Year Principal survey responses from supervisors																		
Years of Data	Three years First-Year Principals																		
Population(s)	Supervisor responses of First-Year Principals in Missouri Public Schools																		
Methodological Considerations	Programs may view this indicator based on the number of certificated individuals employed as First-Year Principals since the date of completion. The APR will note the calculated participation rate. The intent of the question is used to evaluate the effectiveness of the first-year teacher and principal. The responses are (1) Ineffective, (2) Minimally Effective, (3) Effective, or (4) Highly Effective																		
Program Types	Principals are included. (traditional)																		
Notes	First-Year Principals are identified using educator human resources records (MOSIS October Educator Core and MOSIS October Educator School). Supervisors are asked to evaluate the effectiveness of First-Year Principals. Participation is voluntary and results are anonymous.																		

Appendix A: Certification Areas

School Leaders

CAREER EDUCATION DIRECTOR 7-12	8000819
PRINCIPAL K-8	183
PRINCIPAL 5-9	1877
PRINCIPAL 7-12	189
SPECIAL EDUCATION ADMINISTRATION K-12	115
SUPERINTENDENT K-12	205

School Counselors

SCHOOL COUNSELOR K-8	793
SCHOOL COUNSELOR 7-12	799
SCHOOL PSYCH EXAMINER K-12	785
SCHOOL PSYCHOLOGIST K-12	105

Teachers

AGRICULTURAL EDUCATION 5-9	6777
AGRICULTURAL EDUCATION 9-12	6779
ART K-12	415
BIOLOGY 9-12	24279
BLIND AND LOW VISION B-12	7512
BUSINESS EDUCATION 5-9	4377
BUSINESS EDUCATION 9-12	34379
CHEMISTRY 9-12	24679
CHINESE K-12	1025
DANCE K-12	25
DRIVER EDUCATION 9-12	17179
DEAF AND HARD OF HEARING B-12	7212
EARLY CHILDHOOD EDUCATION B-3	2511
EARLY CHILD SPECIAL EDUCATION B-3	911
EARTH SCIENCE 9-12	23879
ELEMENTARY EDUCATION 1-6	4776
ENGLISH 9-12	4879
ENGLISH LANGUAGE LEARNERS K-12	9968085
FAMILY AND CONSUMER SCIENCES K-12	2525
FRENCH K-12	495
GENERAL SCIENCE 5-9	5077
GENERAL SCIENCE 9-12	25079
GERMAN K-12	515
GIFTED EDUCATION K-12	235
HEALTH K-12	535
HEBREW K-12	295
ITALIAN K-12	305
JAPANESE K-12	245
JOURNALISM 9-12	5679
LATIN K-12	575
LANGUAGE ARTS 5-9	1977
LIBRARY MEDIA SPECIALIST K-12	2055
MARKETING 9-12	479
MATH SPECIALIST 1-6	99680276
MATHEMATICS 5-9	5877
MATHEMATICS 9-12	5879
MILD/MOD CROSS CATEGORICAL K-12	1015
MUSIC - INSTRUMENTAL K-12	1555
MUSIC - VOCAL K-12	1695
PHYSICAL EDUCATION K-12	605
PHYSICS 9-12	25979

Teachers (Continued)

ROTC 9-12	3779
RUSSIAN K-12	625
SEVERE DEVELOPMENTAL DISABILITIES K-12	85
SOCIAL SCIENCE 5-9	16677
SOCIAL SCIENCE 9-12	16679
SPANISH K-12	635
SPECIAL READING K-12	815
SPEECH AND THEATRE 5-9	6577
SPEECH AND THEATRE 9-12	6579
TECHNOLOGY AND ENGINEERING 5-9	25477
TECHNOLOGY AND ENGINEERING 9-12	25479
UNIFIED SCIENCE: BIOLOGY 9-12	14279
UNIFIED SCIENCE: CHEMISTRY 9-12	14679
UNIFIED SCIENCE: EARTH SCIENCE 9-12	13879
UNIFIED SCIENCE: PHYSICS 9-12	15979

Appendix B: Appeals Process for 2019 EPP-APR Release

An appeal is the formal procedure for requesting that a specific standard and indicator be revisited, recalculated, rescored or otherwise altered. This memorandum provides guidance on the EPP-APR appeal process.

EPPs will be notified annually of the beginning and end dates of any data review periods in a memorandum addressed to the Dean or Unit Leader. DESE has established a formal appeals form which will be required to submit any standard and indicator that is being appealed for your certification candidate or program completer.

Assessment Appeals

An EPP may appeal an assessment score directly with the vendor. It is necessary to request appeals early enough that the new results will be received by DESE in time to be reflected in the APR.

General Appeals

EPPs have the right to appeal any numeric data included in the APR. Concerns that are unrelated to the assessment appeals procedure noted above will be handled on a case-by-case basis. General appeals must be submitted on DESE's appeals form and be accompanied with documentation to support the appeal.

The timeframe for appeals is between November 18, 2019 and January 10, 2020. Approved appeals will be reflected once the final APR is made available according to the 2019 APR Calendar.

Once an EPP-APR is made final, data included in that EPP-APR may not be appealed. Corrections made to prior data will not affect an EPP-APR report that has already reached the final status. These changes will be made in subsequent years that are affected by the appeal.

Appeals Form

A formal appeals form has been established to capture the following information regarding the appeal:

- Student name
- Date of birth
- Last five digits of the Social Security Number
- Certification area
- Performance indicator
- Completer year
- Exam date if applicable
- Exam score if applicable
- Supporting documentation or additional notation is attached
- Comments for the reason of the appeal
- Signed by the dean or unit leader

Notification of Appeal Status

All requests for appeals must be received by the date specified in the 2019 APR Calendar in order to be considered. Notification of approval or denial of appeals, addressed to the dean or unit leader, will be postmarked on or before the date specified in the 2019 APR Calendar.

Appendix C: GPA Reporting Requirements by Certification Area

CONTENT GPA is the GPA for approved courses that are listed on file with DESE to meet the content for certification requirements. For example, Mathematics 9-12 certification requires specific courses in mathematics. An approved certification area should have a list of approved courses on file with DESE. The GPA for these content courses is what is meant by “Content Area GPA.” GPA is provided on a 4.00 scale (two decimal points).
K-12 ART
K-12 CHINESE
K-12 DANCE
K-12 FAMILY AND CONSUMER SCIENCES
K-12 FRENCH
K-12 GERMAN
K-12 HEALTH
K-12 HEBREW
K-12 ITALIAN
K-12 JAPANESE
K-12 LATIN
K-12 LIBRARY MEDIA SPECIALIST
K-12 MUSIC - INSTRUMENTAL
K-12 MUSIC - VOCAL
K-12 PHYSICAL EDUCATION
K-12 RUSSIAN
K-12 SPANISH
5-9 AGRICULTURAL EDUCATION
5-9 BUSINESS EDUCATION
5-9 GENERAL SCIENCE
5-9 LANGUAGE ARTS
5-9 MATHEMATICS
5-9 SOCIAL SCIENCE
5-9 SPEECH AND THEATRE
5-9 TECHNOLOGY AND ENGINEERING
9-12 AGRICULTURAL EDUCATION
9-12 BIOLOGY
9-12 BUSINESS EDUCATION
9-12 CHEMISTRY
9-12 EARTH SCIENCE
9-12 ENGLISH
9-12 GENERAL SCIENCE
9-12 JOURNALISM
9-12 MARKETING
9-12 MATHEMATICS
9-12 PHYSICS
9-12 SOCIAL SCIENCE
9-12 SPEECH AND THEATRE
9-12 TECHNOLOGY AND ENGINEERING
9-12 UNIFIED SCIENCE: BIOLOGY
9-12 UNIFIED SCIENCE: CHEMISTRY
9-12 UNIFIED SCIENCE: EARTH SCIENCE
9-12 UNIFIED SCIENCE: PHYSICS

PROGRAM GPA is the (CUMULATIVE GPA) for the specific certification areas listed below and for <u>ALL ALTERNATIVE CERTIFICATION AREAS</u>. Please provide the GPA on a 4.00 scale (two decimal points).
B-3 EARLY CHILDHOOD EDUCATION
B-3 EARLY CHILDHOOD SPECIAL EDUCATION
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLE
K-12 MILD/MODERATE CROSS-CATEGORICAL SPECIAL EDUCATION
K-12 SPECIAL EDUCATION ADMINISTRATION
1-6 ELEMENTARY EDUCATION
K-8 SCHOOL COUNSELOR
7-12 SCHOOL COUNSELOR
K-8 PRINCIPAL
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIPAL
K-12 SUPERINTENDENT
Not Applicable (N/A) GPA. Please provide demographic information on for completers of the following certification areas.
9-12 DRIVER EDUCATION
9-12 ROTC
K-12 ENGLISH LANGUAGE LEARNERS
K-12 GIFTED EDUCATION
K-12 SCHOOL PSYCHOLOGICAL EXAMINER
K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING
1-6 MATH SPECIALIST